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ABSTRACT

The course described in this pamphlet is for the student interested in typewriting for vocational use, and includes activity-oriented exercises concerning carbon copies, envelopes, postal cards, announements, memoranda, and two styles of business letters. Contents include occupational relationships, enrollment guidelines, performance objectives (proofreading typewritten work, making acceptable corrections, typing masters and stencils), course content (including capitalization, punctuation, and typing rules), strategies and learning activities, evaluative instruments, and student and teacher resource materials. About one-third of the pamphlet is devoted to appendixes giving various kinds of tests and their answer keys. (NH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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BUSINESS APPLICATIONS OF TYPEWRITING SKILLS

Business Education—7704.21 (New: 7764.21)

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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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BUSINESS APPLICATIONS OF TYPEWRITING SKILLS

7704.21 (New: 7764.21)

Business Education

Written by Dorothy Hallock
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—BUSINESS APPLICATIONS OF TYPEWRITING SKILLS

II. COURSE NUMBER—7704.21 (New: 7764.21)

III. COURSE DESCRIPTION

A. Synopsis

For the student who is interested in typewriting for vocational use. The course includes carbon copies, envelopes, postal cards, announcements, memoranda, and two styles of business letters. It also includes activities such as proofreading, erasing, improvement of punctuation and capitalization skills, dictation and composition at the typewriter, and preparation of stencils and masters for duplication.

B. Textbook

One or more of the state adopted textbooks and/or one of the department's choosing.

C. Occupational Relationships

Typists	Card punch operators
Office clerks	Secretaries
Receptionists	Stenographers

D. Rationale

The student who plans a limited use of his typewriting skills may profit more from enrolling in Personal Applications of Typewriting Skills. Business Applications gives in-depth training in selected skills; later courses will give training in other aspects such as manuscript and report typing. Personal Applications combines most of these skills, emphasizing those used for college study or personal correspondence, and ends the student's typing training—unless he decides he wants vocational skills, in which case he will also enroll in this course.

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

The student should have attained the objectives of E-Z Way to Type (7704.11) prior to enrollment in this course.

B. Pretest

A pretest may be used as a diagnostic device to determine individual placement within this course or ability to proceed to the next course. It should be designed to measure attainment of objectives for E-Z Way to Type and for this course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to—

1. name and describe at least eight of the basic parts of a business letter;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

2. type a business letter with a carbon copy using either block or modified block style and open or mixed punctuation;

3. place addresses correctly on large and small business envelopes, using current postal preferences; fold and insert letters correctly;

4. type announcements and notes on postal cards, addressing the cards according to current postal preferences;

5. differentiate between the forms for formal and informal announcements, and type these forms applying the principles of centering;

6. type material in correct memorandum form from given unarranged copy which includes essential memorandum headings (date and subject);

7. proofread typewritten work, indicating at least 95 percent of the errors;

8. make acceptable corrections by erasing;

9. apply the rules of capitalization and punctuation in typing business material;

10. compose and type at the typewriter in response to an assigned brief topic or a topic of the student's choosing;

11. type from direct dictation at the phrase level;

12. type masters and stencils in preparation for duplication; and

13. type a three-minute timed writing (syllabic intensity of 1.3) at a minimum speed of 20 gross words a minute with five or less errors.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic needs
      a. Typing desk for each pupil; 20" x 40"; adjustable in height
      b. Typewriters—perferably manual
      c. Chairs with bookracks; appropriate for typing posture
      d. Textbooks and drill books
      e. Paper, plain or letterhead; copy paper, carbon paper; small and large envelopes; stencils, masters, correcting materials; typewriter erasers; post cards; workbooks (optional)
      f. Demonstration stand and typewriter
      g. Stop watch

VI. COURSE CONTENT, Continued

h. Interval timer with bell
i. Posture, letter placement, and keyboard wall charts

2. Supplementary needs
   a. Copy holders
   b. Overhead projector, screen, and transparencies
   c. Filmstrip projector, screen, and typing filmstrips
   d. EDL Skill Builder and typing filmstrips
   e. Analyzers and/or pacers
   f. Learning activity packages
   g. Listening stations
   h. Video playback units, monitors, VTR tables, and typing videotapes
   i. Tape recorder and/or individual cassette playback units and recorded typing instructions
   j. Record player and rhythm records
   k. Mobile AV tables

B. Pre-typing Activities—Work Area
   1. Remove and place covers according to classroom procedures
   2. Arrange standard working materials
   3. Obtain additional needed materials

C. Business Letters
   1. Letter parts (9)
   2. Letter placement according to length of letter
   3. Letter style
      a. Block
      b. Modified block
         (1) With paragraph indentions
         (2) Without paragraph indentions
   4. Letter punctuation
      a. Open
      b. Mixed

D. Carbon Copies
   1. Purpose
   2. Assembling sets
   3. Corrections on carbon copies and originals (after J)

E. Envelopes (Business)
   1. Size of large envelopes
   2. Size of small envelopes
   3. Postal preference of return and main addresses
      a. ZIP code
      b. Two-letter state abbreviations
      c. Placement
   4. Folding and inserting letters in both sizes of envelopes

F. Postal Cards
   1. Sizes
   2. Difference between post card and postal card

VI. COURSE CONTENT, Continued

3. Postal preferences for addressing
   a. ZIP code
   b. Two-letter state abbreviations
   c. Placement
4. Techniques of typing formal announcements on message side of card
5. Techniques of typing informal notes on message side of card

G. Announcements
1. Formal announcement applying principle of centering
2. Informal announcement

H. Memoranda
1. Placement of memorandum headings (to, from, date, subject)
2. Correct typewritten form of unarranged memorandum

I. Proofreading (Proofreading symbols are included in Typing Business Reports, Outlines, and Manuscripts)
1. Importance of proofreading
2. Marking errors
3. Proofreading exercises for drill

J. Erasing (Advanced correcting procedures are included in Typing Business Reports, Outlines, and Manuscripts)
1. Machine manipulation
2. Eraser shield and typing eraser
3. Technique of erasing
4. Insertion of correct characters

K. Capitalization
1. When to capitalize
   a. First word of every sentence
   b. First word of every complete direct quotation
   c. First word after a colon when the word begins a sentence
   d. Titles of books, articles, periodicals, headings, plays (except articles—a, an; conjunctions; prepositions)
   e. Proper nouns
   f. Titles at certain times
   g. Street, avenue, company when used with a proper noun
   h. Organizations
   i. Geographic localities
2. When not to capitalize
   a. Seasons unless personified
   b. Points of the compass when used as directions

L. Punctuation Typing Rules, Review
1. Comma
2. Exclamation mark
3. Question mark
4. Dash
5. Colon and semicolon

VI. COURSE CONTENT, Continued

6. Hyphen
7. Parenthesis
8. Underline
9. Quotation marks

M. Composition at the Typewriter
1. Word response
2. Phrase or sentence completion
3. Sentence response
4. Paragraph response

N. Dictation at the Typewriter
1. Words or numbers
2. Phrases
3. Rough draft
4. Finished copy

O. Masters and Stencils
1. Purpose
2. Materials to be used
3. Correction of errors
4. Touch control
   a. Manual typewriter
   b. Electric typewriter
5. Filing or storing before and after duplication

P. Straight-Copy Timed Writings
1. One- and two-minute timings for skill building
   a. Exploration level
   b. Control level
2. Three-minute timings for testing

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES

A. Teaching Methods

Individualized instruction can be used easily within the typing classroom. The teacher can assist each student with individually assigned problems. If the teacher feels the need, she can assign easier or perhaps more difficult problems for the student to complete. All students will complete a minimum amount of work. It should be expected that some will complete all assignments before they are due. These students should be allowed to go ahead to the work in the next quinmester of typing.

Dade County has completed learning activity packages and videotapes that can be utilized in the classroom for permitting each student to progress at his own rate. See Section IX, Resources for Students, for a list of available packages and videotapes.

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

B. Preparatory Drills

Purpose—for improving typing power that is necessary in applying keyboard knowledge to business typing skills.

TYPE OF DRILL	PROCEDURE
Conditioning Drill	Students will type as soon as class begins conditioning exercises which have been placed on the board. The assignment might refer to a conditioning exercise located in a textbook. This drill presents an opportunity for the teacher to observe typing techniques.
Reinforcement Drill	This drill will be used by an individual student as he shows need of specific drill material. The selection may be from the textbook in current use or from any of the other resources that are available.

C. Timed Writings

One- and two-minute timings should be administered for skill building purposes throughout the course, and for testing purposes at the beginning of the course. Three-minute timed writings should be used in the latter portion of the course and for testing at the end of the course (see Performance Objectives).

D. Production Skills

Purpose—to apply keyboard proficiency to basic business skills.

TYPE OF SKILL	PROCEDURE
Correction Methods	Erasing is not desirable in a beginning classroom situation because of the maintenance problems that are increased and because the time used in erasing can be used more profitably in building typing skill; however, it is recommended that at least one class session in this course be used to learn basic correcting techniques, and that at least two business-related problems be completed with all errors corrected to business standards. The typewriter eraser shield and carbon copy eraser

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF SKILL	PROCEDURE
Correction Methods, Continued	should be used in the learning process; other means of correcting will be included in a later course. Demonstration by the teacher and/or videotape is beneficial.
Proofreading	Students in this course should be able to proofread their own work. Continue the drill instituted in E-Z Way to Type. Proofreader's marks are not introduced in this course—see Typing Business Reports, Outlines, and Manuscripts. Researchers have found that one of the best techniques for helping students develop skill in locating errors is to use a game in which each student's work is proofread by another student. This may be done after the writer has proofread his own work. Students may be assigned to teams with points awarded for newly found errors. Another technique is to give students several sentences which contain errors in typing, capitalization, spelling, and punctuation. The students circle errors and then count them. This may take the form of a class contest or be used as a graded assignment.
Carbon Copies	Assembling carbon packs may be introduced and used in drills, timings, and the typing of business forms or letters. Students should be taught how to correct errors when carbon copies are typed. Illustrations from textbooks, transparencies, charts, videotapes, or filmstrips may be used. Samples of commercially-prepared carbon packs may be displayed. Demonstration is especially important and individual checkup is a necessity. The touch mechanism of an electric typewriter should be explained, and the necessity of even stroking on a manual typewriter should be stressed.

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF SKILL	PROCEDURE
Business Letters	Textbooks usually offer ample illustrations and instructions for typing business letters. An additional activity might include the use of actual letters received by the teacher, students, or parents. The letters may be constructively criticized and retyped by the student in a more attractive placement or in a different style. Students should become familiar with block and modified block styles, open and mixed punctuation, and various lengths of letters. A placement chart can be developed if one is not included in the textbook. Simple, commonly used notations are included, but not stressed. Much practice should be given to the typing of business letters. Some of the letters that are typed will be used for folding and insertion into envelopes.
U. S. Postal Service Preferences	The United States Postal Service has published information on proper addressing of envelopes and post cards. ZIP abbreviations, ZIP codes, single spacing, and proper placement of various notations are included in the booklet. The teacher should obtain a copy of this information from the local post office and duplicate copies of pertinent information for distribution to students.
Envelopes	Envelopes should be taught in conjunction with business letters, or immediately following, since the final product of the letter includes the accompanying envelope. Students should be given experiences in addressing the two common sizes of business envelopes. Facsimilies (from a workbook or made by cutting sheets of paper) may be used; however, some actual envelopes should be used so the students can get experience in inserting letters. The most recent postal preferences should be followed; textbook information should be updated. Postal regulations

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF SKILL	PROCEDURE
Envelopes, Continued	should be related to speed of mail delivery. Chain feeding of envelopes should be demonstrated and practiced briefly. Skill in typing addresses on envelopes may be enhanced through the typing of envelopes that are to be used by a school or civic organization.
Postcards	"Post card" is a privately printed card for the transmission of a message. "Postal card" is a card supplied by the United States Postal Service with a postage stamp printed or impressed on it (also used for the transmission of a message). Facsimilies may be drawn and cut from a sheet of paper to reduce cost. The U. S. Postal Service accepts post cards from 3 x 4½ inches to 4¼ x 6 inches in size. The student is to learn how to place an informal message on the message side of the card. The assignment may be from the textbook or may be from original material composed by the teacher or student or be actual messages to be sent by a school club. The instructor will determine the number of cards to be typed.
Announcements	Formal and informal announcements may be typed on post cards, masters, half sheets, and full sheets. Actual announcements provide a more meaningful assignment. Students should experiment with placement of words, phrases, and sentences to obtain an attractive, readable announcement.
Memoranda	Students should type on printed interoffice forms as well as on plain sheets of paper. Printed forms may be obtained from workbooks or local businesses, or be duplicated in the school presses. In using plain paper, students learn the placement of essentail parts of a memorandum. Carbon copies give additional realistic

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF SKILL	PROCEDURE
Memoranda, Continued	preparation for the vocational student. Supplemental exercises may be constructed to care for individual differences.
Composing at the Typewriter	Three steps for composing at the typewriter are these: 1. Type fragments of thoughts, ideas, or responses <u>without regard for errors</u>; 2. Edit the material; 3. Retype the material in acceptable and final form. Topics may originate with the students or be suggested by the teacher. An assigned report from another class may be used if it is brief. The teacher should specify the length of the report, announcement, or memorandum, and allow ample time for thinking. The teacher should keep in mind that the student will not be typing <u>constantly</u>. Both the rough copy and the final form may be submitted for evaluation. A "game" that many students enjoy is to identify (by typing) as many words as possible using only the letters included in a word written on the chalkboard. A few words from ENCYCLOPEDIA are cycle, in, day, clod, loan, lone, pad, pod, pen, pin. Brief compositions may be in the form of typewritten responses to questions, or opposite or like words to those presented orally by the teacher.
Dictation at the Typewriter	Students can typewrite from teacher or magnetic tape dictation. The dictator must realize that students have not reached rapid typing speed and should gauge his dictation speed accordingly. Students should be made aware that this type of office dictation is not unusual. Material for this dictation may be in the form of a short letter, a note, a memorandum, or a listing. Some students may type first in rough form, then retype in acceptable form; others may type acceptably the first time.

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF SKILL	PROCEDURE
Spirit Duplicator Masters	A common form of reproduction in offices is frequently called "Ditto." Students will learn to type sharp masters. Various duplicator vendors will supply instructional aids. Colored hectograph pencils or carbons may be used with standard purple mastersets, or colored mastersets may be purchased. Film-strips or teacher demonstration of the preparation of a master should precede student trial. Correction techniques and touch control (electric and manual typewriters) should be stressed. If student-prepared masters are duplicated, strengths or weaknesses of techniques become more apparent. If the repro-ductions are actually used, the work becomes more meaningful.
Ink Duplicator Stencils	The ink duplicator (frequently called "mimeograph") is used when many copies are desired, or it may be used because black ink copies are preferred to the hectograph process. Various duplicator vendors will provide instructional aids. Students should learn placement and touch techniques for typing stencils as well as methods of making corrections. The use of styli, lettering guides, and shading plates will be included in the course, Duplicating Procedures. If typing students can see a duplicated copy of their stencils, their errors in touch and placement will be more apparent.

VIII. EVALUATIVE INSTRUMENTS

A. Tests

Refer to the Appendix for sample test items.

TYPE	PURPOSE
Objective Tests	To check the student's understanding of topics and basic information essential to the understanding and successful completion of a unit.

VIII. EVALUATIVE INSTRUMENTS, Continued

TYPE	PURPOSE
Daily Typing Assignments	To determine if the student is doing the work and understands what is being done. Rather than grade an entire assignment, the teacher could evaluate only the items that should have been learned in a particular assignment.
Budget Assignments	To evaluate the success of an entire week or unit of work. This method has an advantage only if the students know (in advance) the performance objectives for the unit of work.
Warm-Up Drills	To evaluate posture, techniques, and work attitudes. The teacher could evaluate a different student each day using the Suggested Check Sheet for Evaluating Techniques found in the Appendix of this course.
Final Test	To evaluate the success of the student in meeting all of the performance objectives for this course of study. (See Course of Study Performance Objectives, Section V.)

B. Testing Intervals

Testing can be done throughout the quinmester, but it is suggested that most of the class time should be spent in actual typing of problems.

1. A pretest should be administered at the beginning of the course to determine individual placement within the course or if any students have already met the objectives of the course. Those students that have already met the objectives for this course should be moved to a higher level typing class.

   The pretest should contain a three-minute timed writing (syllabic intensity of 1.3) and should measure the attainment of this and the previous courses of study. A maximum amount of time should be allowed for completing problems; and the teacher should not supply any aid during the testing period.

VIII. EVALUATIVE INSTRUMENTS, Continued

2. At least one interim test should be given during the course. The interim test should measure the objectives covered in a unit or units of work. Since students will vary in their individual progress, several parallel interim tests should be constructed by the teacher.

3. The final test should be administered during the last week of the quinmester. It should be parallel to the pretest (see Course of Study Performance Objectives) and should therefore determine if the student has met the minimum objectives of this course.

IX. RESOURCES FOR STUDENTS

A. Textbooks

One or more of the state adopted typewriting textbooks.

Altholz, Gertrude. Modern Typewriting Practice, 3rd ed. New York: Pitman Publishing Corporation, 1962.

Ligouri, Frank E. Basic Typewriter Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1971.

Richardson, Nina K. Type with One Hand, 2nd ed. Cincinnati: South-Western Publishing Co., 1971.

Stokes, Paul A. Today's Typing, 5th ed. Bethesda, Md: Global Publishing Co., Inc., 1968. (paperback)

B. Drill Books, Workbooks, and Practice Sets (Refer to catalogs for current issues.)

One or more of the workbooks that are correlated with the student textbooks are available from the respective publishing companies.

Bowman, Wallace B. Business Letter Typing. Cincinnati: South-Western Publishing Co., 1965.

Brendell, Leroy A. and Near, Doris. Punctuation Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1970.

———————— Spelling Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Brendel, Leroy A. and Leffingwell, Elsie L. English Usage Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1968.

IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books, Workbooks, and Practice Sets, Continued

Ferguson, Margaret Ann and Nalepa, Barbara H. Basic Gregg Typing 1—Machine Controls (Text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1969.

_____ Basic Gregg Typing 2—Foundations of Production (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1971.

Fries, Albert C. Timed Writings About Careers. Cincinnati: South-Western Publishing Co., 1963.

Frisch, Handal. Applied Office Typewriting, 3rd ed. (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1969.

Grubbs, Robert L. and Weaver, David H. Typing Improvement Practice, either electric or manual edition. New York: Gregg Division of McGraw-Hill Book Co., 1972. (May be used with Gregg pace-setter.)

Hansen, Beatrice E. Progressive Typing Speed Practice, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Liles, Parker; Brendel, Leroy A.; and Krause, Ruthetta. Typing Mailable Letters, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Nanassy, Louis C. and Krevolin, Nathan. Timed Writings for Teen-Agers. New York: Pitman Publishing Corporation, 1963. (Primarily for junior high schools)

Palmer, Harold O. and Agnew, Allen M. Triple-Controlled Timed Writings. Cincinnati: South-Western Publishing Co., 1970.

Rahe, Harves. Business Letters for Typing, 3rd ed. New York: Pitman Publishing Corporation, 1969.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Short Course for the IBM Selectric Typewriter. International Business Machines Corp., 1968.

IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books, Workbooks, and Practice Sets, Continued

Thompson, James M. Typewriting Timed Writings with Selected Drills, 3rd ed. Cincinnati: South-Western Publishing Co., 1968.

Winger, Fred E. and Weaver, David H. Gregg Tailored Timings (electric or manual editions). New York: Gregg Division of McGraw-Hill Book Co., 1971. (May be used with Gregg pacesetter.)

C. Reference Manuals (in addition to dictionaries and encyclopedias)

Abbreviations for Use with ZIP Codes. United States Postal Service, Washington, D. C., 1967.

Dougherty, Margaret M; Fitzgerald, Julia H.; and Bolander, Donald O. Instant Spelling Dictionary, 3rd ed. Mundelein, Illinois: Career Institute, 1967.

Gavin, Ruth E. and Sabin, William A. Reference Manual for Stenographers and Typists, 4th ed. Gregg Division of McGraw-Hill Book Co., 1970.

House, Clifford R. and Koebele, Apollonia M. Reference Manual for Office Personnel, 5th ed. Cincinnati: South-Western Publishing Co., 1970.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual. (correlated with 20th Century Typewriting, 9th ed.) Cincinnati: South-Western Publishing Co., 1968.

How to Spell It. Sperry Rand Corporation, 1340 West Flager Street, Miami, Florida, 1967.

Leslie, Louis A. 20,000 Words, 6th ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Devern J. Word Division Manual, 2nd ed. Cincinnati: South-Western Publishing Co., 1970.

Tips to Typists. Smith-Corona, 3850 Biscayne Boulevard, Miami, 1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler Street, Miami, 1967.

IX. RESOURCES FOR STUDENTS, Continued

D. Learning Activity Packages

Thirty-two Touch Typing media packages are available from Textbook Services of Dade County Public Schools (1971). The following packages are appropriate for this course.

11S-MP-1	PREPARING TO TYPE
11S-MP-2	E, H, LEFT SHIFT
11S-MP-3	I, T, PERIOD
11S-MP-4	REINFORCEMENT
11S-MP-5	U, C, RIGHT SHIFT
11S-MP-6	R, G, Z
11S-MP-7	O, N, W
11S-MP-8	REINFORCEMENT AND BASIC TABULATION
11S-MP-9	P, V, COMMA
11S-MP-10	Q, M, X
11S-MP-11	V, B, QUESTION MARK
11S-MP-12	8 AND 1
11S-MP-13	APOSTROPHE, EXCLAMATION POINT, 4
11S-MP-14	2, 7, DOLLAR SIGN
11S-MP-15	QUOTATION MARKS, 6, AMPERSAND
11S-MP-16	UNDERSCORE, 3, 9
11S-MP-17	NUMBER OR POUND SIGN, LEFT PARENTHESIS, AND ZERO
11S-MP-18	FIVE, RIGHT PARENTHESIS, HYPHEN
11S-MP-19	PERCENT, ASTERISK, DIAGONAL
11S-MP-20	COLON, ONE-HALF, CENT
11S-MP-21	ONE-FOURTH, @, REVIEW
11S-MP-22	HORIZONTAL AND VERTICAL CENTERING
11S-MP-23	PAGE LINE GAUGE
11S-MP-24	WORD DIVISION
11S-MP-25	VARIATIONS IN CENTERING
11S-MP-26	PARTS OF LETTERS
11S-MP-27	CARBON COPIES AND SMALL ENVELOPES

How To Make Ditto Direct Process Masters. Ditto Division of Bell and Howell Co., 3100 N. W. Seventh Street, Miami, FL 33125 (phone: 642-2022)

E. Videotapes

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Public Schools (1971).

F. Audiotapes (reel-to-reel and cassette) and Records

Classroom teachers should prepare additional tapes to assist individual students.

IX. RESOURCES FOR STUDENTS, Continued

F. Audiotapes, Continued

Both South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company have sets of audiotapes that are correlated with their textbooks. Refer to their catalogs.

Class National Publishers, Inc., has 74 tapes that teach the entire first year of typewriting (148 lessons); 5-inch reels or cassettes. Stock #116700, $662.30; first semester only, $368.15. 3825 Bunker Hill Road, Brentwood, Maryland 20722.

Musical Typing Records (swing arrangements), 20 to 50 wpm; four 45-rpm records, $4.60 (Set 99). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Records for Gregg Typing, 191 Series—Keyboard Drills and Exercises. Boxes 1-4 (each has 5 records), $24 each; complete set with filmstrip guide, $86.50. New York: Gregg Division of McGraw-Hill Book Company.

Rhythm Set, 16-60 Series; 33 1/3 rpm. Set 1 (6 records), $28; Set 2 (6 records), $28; complete set, $51. New York: Gregg Division of McGraw-Hill Book Co.

Typing Improvement Tapes (reels or cassettes). Ten 15-minute lessons for teachers or advanced students. Set No. T-47, $22.50. Tape 1—Knowing Your Typewriter, Parts I and II; tape 2—Improving Typing Technique, and Plan Your Work; tape 3—Work Your Plan, Parts I and II; tape 4—Tricks of Typing, and Stencil Cutting; tape 5—Correcting Mistakes, and Typewriter Care. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Wood, Merle. Tapes for Timed Writings. Instructions and intervals are recorded. Each tape is $10 or complete set, $40. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Tape 1—36 one-minute timings
Tape 2—22 two-minute timings
Tape 3—16 three-minute timings
Tape 4—10 five-minute timings
Tape 5—1-, 2-, and 3-minute timings

X. RESOURCES FOR TEACHERS

A. Books

Teacher's editions, manuals, test booklets, and/or solutions for most of the books listed in student resources are available from the publishers.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Crawford, Thomas James. The Effect of Emphasizing Production Typewriting Contrasted with Speed Typewriting in Developing Production Typewriting Ability. Monograph 97. Cincinnati: South-Western Publishing Co., 1960.

Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I. Teaching Business Subjects, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1958.

Guide to Business Education in Florida Schools, A—Bulletin 72. Tallahassee: State Department of Education, 1967.

Lamb, Marion M. Your First Year of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1959.

Liguori, Frank E. Basic Typewriting Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1969.

Russon, Allien R. and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1972.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corp., 1969.

White, Jane F. and Shank, Bruce C. Teaching Typewriting. Portland: J. Weston Walch, 1964.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Business Education Forum. Washington, D. C.: National Business Education Association. Published monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five publishings each school year.

Journal of Business Education. East Stroudsburg, Pa.: Robert C. Trethaway. Monthly, October through May.

Typewriting News. Cincinnati: South-Western Publishing Co. Semi-annual.

X. RESOURCES FOR TEACHERS, Continued

C. Learning Activity Packages

A teacher package with cues, evaluating instruments, and solutions to accompany the student packages is available from Textbook Services, Dade County Public Schools.

D. Tests

Commercially prepared tests correlated with textbooks are available from most publishers.

Smith-Corona, Inc., 701 East Washington Street, Syracuse, NY 13201, has tests on the Parts of Business Letters and Syllabication.

Typewriting Speed Tests Booklet. (20 five-minute timed writings) (40¢) New York: Gregg Division of McGraw-Hill Book Co.

Typewriting Tests. Two sets (W-1 and W-2) of 12 timed writings each (30 copies of each writing). Average syllabic intensity is 1.5—from easy to difficult. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Typing Production Test Booklets. (20 tests; 40¢). New York: Gregg Division of McGraw-Hill Book Company.

E. Transparencies

Erickson, Lawrence. Hand Positions, Set No. T-A ($10). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Gregg Typing Transparency Library (requires Flipatran viewer stage—$7.25), Total, $373. New York: Gregg Division of McGraw-Hill Book Co.

Volume 1, Keyboard (Alphabet)	$ 57.50
Volume 2, Keyboard (Numbers and Symbols)	57.50
Volume 3, Tabulations	57.50
Volume 4, Forms	57.50
Volume 6, Correspondence (2 books)	105.00

Transparencies. Machine Manipulation (25 visuals), Learning the Keyboard (25 visuals), Basic Typewriting Operations (25 visuals), and Special Applications (25 visuals), with plastic adapter and teacher's manual. Cincinnati: South-Western Publishing Co. (Split-stick mounted, $153.75; spring mounted with wall racks, $275.)

Typing Fundamentals (20 visuals) (includes letter styles and forms and proofreading). Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

X. RESOURCES FOR TEACHERS, Continued

E. Transparencies, Continued

Typing Production (20 visuals) (for promoting efficiency and productivity). Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

Western Publishing Educational Services, 1220 Mound Avenue, Racine, WI 53404, has an assortment of typewriting transparencies including the following:

J8-779 through J8-788—Various types of letters w/overlays
J8-789 through J8-791—Types of punctuation in letters, with overlays
J8-793 and J8-794—Folding for large and small envelopes, with overlays

F. Charts and Posters

Business Teachers Guide, Poster Visual Aids, Dept. W., P. O. Box 114, Conway, NC 03818:

Typing Do's and Duds
Typing Habits, Ugh!
Personality, Ugh!

Eraser Company, Inc., 701 East Washington Street, Syracuse, NY 10013, has a bulletin board chart on all types of envelopes.

Picture Posters and Wall Charts for Gregg Typing. New York: Gregg Division of McGraw-Hill Book Co.

Combination wall chart and projection screen ($24.50)
Letter-style series—6 posters ($24.50)

Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803. Two-color charts:

Set No. T-1, $20, 5 letter style charts, 25 by 38 inches; includes folding of letter and typing of envelope
Set No. T-2, $15, 5 behavior-pattern cartoons, 19 by 25 inches
Set No. T-4, $15, 5 technique cartoons, 19 by 25 inches
Set No. T-6, $6, one hand-position chart, 25 by 38 inches; several sketches
Set No. T-7, $5, keyboard chart for manual typewriter, 25 by 38 inches
Set No. T-8, $5, IBM Selectric keyboard with simulated keypunch, 25 by 38 inches (can be adapted for any electric keyboard)

Typewriting Keyboard Chart. Cincinnati: South-Western Publishing Co. ($12.75)

X. RESOURCES FOR TEACHERS, Continued

G. Films and Filmstrips

Gregg Division of McGraw-Hill Book Co.:
Filmstrips for Gregg Typing (EDL) by Reiter and Lloyd—
Keyboard Reinforcement Set, $35
Manual Typewriter Skill Development Set, $35
Electric Typewriter Skill Development Set, $35
EDL Typing Skill Development, $87

Gregg Typewriting Series
Set No. 2, set of 8 filmstrips and 4 records, $112:
Basic Tabulation Typing, Basic Manuscript Typing, Basic Letter Typing—Parts 1 and 2, Basic Forms Typing, Basic Display Typing (Principles and Patterns, Methods and Shortcuts—Parts 1 and 2).
School Equipment Distributors, 319 Monroe Street, Montgomery, AL 36104.

IBM Selectric, The. 16 mm, 8 min., color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-05496.

Right at the Typewriter. 16 mm. 24 minutes, black/white, sound. Instructional Materials Catalog, Dade County Schools, No. 1-31383.

Right Touch. 16 mm, 18 minutes, color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-13131.

Sterling Educational Films, Inc., 241 East 34 Street, New York, New York 10016, has:
Typing Techniques (1), 16 mm, 12 minutes, color, 1968. Includes corrections, carbon copies, envelopes, re-alignment.

H. Bulletin Boards

Bulletin Board Ideas—Typewriting (1961) and Bulletin Board Ideas for Business Classes, 1965 (also through 1970) Supplement. Delta Pi Epsilon, University of Northern Colorado, Greeley, Colorado. ($1.50 each)

Dewar, Thadys J. and White, Jane F. 200 Visual Teaching Ideas, Portland: J. Weston Walch, 1961.

I. Other Aids

A. B. Dick Mimeograph and Spirit Duplicator Supplies Selector. A. B. Dick Co., Inc., 3535 N. W. Seventh Street, Miami FL 33125 (Phone: 649-1771)

X. RESOURCES FOR TEACHERS, Continued

I. Other Aids, Continued

Artistic Typing Headquarters, 4006 Carlisle Avenue, Baltimore, MD 21216, has Typewriter Mystery Games, Art Typing, and Deal-a-Grade.

Proofreading Exercises. Holyoke, Massachusetts: National Blank Book Company.

Proofreading Exercises. New York: Lever Brothers Company.

Teaching-learning aids that are available from South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company:

Certificates of credit and proficiency
Award pins and charms
Progress charts
Rolls of honor

APPENDIX

TOUCH TYPING

SUGGESTED CHECK SHEET FOR EVALUATING TECHNIQUES

NAME _____ LESSON(S) _____ DATE _____

	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	BELOW AVE. (1)	POOR (0)	SCORE
1. POSITION AT THE TYPEWRITER (5)						
a. Comfortable, relaxed position directly in front of typewriter						
b. Feet on floor						
c. Elbows relaxed						
d. Curved fingers						
e. Wrists low and relaxed, but free from typewriter contact						
2. CONDITION OF WORK AREA (5)						
a. Paper at left						
b. Typewriter positioned correctly						
c. Book at reading angle, on right side						
d. Unneeded items removed						
e. Neatness of surrounding area						
3. INSERTING AND REMOVING PAPER (5)						
a. Adjustment of paper ball						
b. Operation of the paper ball						
c. Holding of paper for insertion						
d. Twirling of cylinder knob						
e. Use of release lever for adjustment and removal						
4. KEY STROKE (5)						
a. Finger action						
b. Snap stroke						
c. Hands, wrists, and arms relaxed						
d. Uniform stroking						
e. Proper finger use						
5. SPACE-BAR ACTION (4)						
a. Right thumb curved close to bar						
b. Bar struck properly						
c. Bar released instantly						
d. No pauses						
6. SHIFT-KEY REACH (4)						
a. Quick, little finger reach; other fingers in position						
b. Shift down as key is struck						
c. Shift released after key is struck						
d. No pauses						
7. READING COPY (4)						
a. Eyes on copy						
*b. Fingers prepositioned in anticipating strokes						
*c. Words typed at word level when possible						
*d. Rhythm pattern fluent and continuous						
8. CARRIAGE RETURN (3)						
a. Return quickly at end of lines						
b. New lines started without pause						
c. Eyes on copy						
*9. CONTINUITY AND RHYTHM (4)						
a. Carriage kept moving						
b. One-hand words typed with finger action						
c. Balanced-hand words typed at a word level						
d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed						
*10. TABULATOR BAR (5)						
a. Depressed firmly						
b. Held down until carriage stops						
c. Quick reach; fingers in position						
d. No pauses						
e. Eyes on copy						
11. RIGHT MIND SET (4)						
a. Attention to technique cues						
b. Effort made to improve						
c. Alert, but relaxed						
d. Practice with a purpose						
					AVERAGE SCORE	

*These items should not be used in the early stages of learning to type.

NOTE: Numbers in parentheses represent the number of items to be evaluated in each section.

LONG, ONE-PAGE BUSINESS LETTER TEST

Directions: Type this long letter in a style of your choosing; type one carbon copy and one small envelope. Your teacher is the sender.

Mr. Lee R. Smith, 749 West End Boulevard, Salem, NY 17056
Dear Mr. Smith: Our local chapter is writing each of our members to request their support in voting for Mr. Jim Karl as National Director. We ask you to consider Mr. Karl's mature judgment, his vast knowledge of all aspects of our association, and the leadership he has shown in the past. (P) I am sure you will agree that Mr. Karl is the most qualified of all the nominees. His successful background of experience in our field is apparent when one reviews his record of offices held. In 1955 he organized the National Association of Accountants. Within five years he had organized and helped charter 22 chapters. He has been elected chairman of the National Scholarship Committee for three successive years. He has worked with legislation on both state and national levels. (P) Mr. Karl has contributed many articles of general interest for readers of our own publication, THE ACCOUNTANT REPORTS. People outside of our field also find his news columns of great interest and value. (P) Mr. Karl's successful business background, as President of New-Keys Industries, is well known. In 1972 he was selected as one of the 20 outstanding businessmen of our nation. (P) When you have read of Jim Karl's qualifications in the enclosed brochure, I am sure that you will join the thousands of other accountants in supporting Jim Karl for National Director of the National Association of Accountants. We would appreciate your effort in completing and returning the special questionnaire that is attached to the brochure. (P) Jim thanks you for the support I am sure you will give him and looks forward to talking with you at the convention. Yours truly, (your teacher's name)

SHORT BUSINESS LETTER TEST

Directions: Type the following short letter in block style with open punctuation. Make one carbon copy and address one small business envelope.

Mr. Robin Ellis, 21 North Shore Drive, New Orleans, LA 22342
Dear Mr. Ellis: We have checked into the delivery date for the cash register you ordered and have found that the delay is caused by the railroad strike. (P) The cash register is expected to arrive within two weeks. We are sorry for the delay, but I am sure you can understand that it was beyond our control. (P) Please call me if there are any further questions. Sincerely yours, (to be signed by your teacher)

AVERAGE LENGTH BUSINESS LETTER TEST

Directions: Type the following letter in modified block style with one carbon copy. Use mixed punctuation. Address one small size business envelope.

Mr. Robert M. Mellon, 233 North Central Boulevard, Waterford, WI 19334
Dear Mr. Mellon: In response to your recent request, we are happy to send you under separate cover brochures explaining the many vacation ideas we have in store for you. Please examine them closely. You will find something in each that will appeal to all the members of your family. (P) You specifically mentioned a keen interest in a one-month tour of the United States, visiting several historical spots that would interest children. I think you will find Brochure A helpful and interesting. The accommodations at most of these locations are good, and the price range covers every budget. (P) Brochure B is designed for adults who are going to travel with children. You will find in it a great many activities that appeal to adults as well as children. Notice the special facilities available for caring for your children while you, too, are enjoying yourself. (P) We would like to extend an invitation to you to visit our office at any time. Our staff of vacation experts will be ready to work out an exciting but relaxing vacation for you. Come in soon. Sincerely yours, (to be signed by your teacher)

MEMORANDUM TEST

Directions: Type the following memorandum as it would appear on a memo used by the Smith-Conlon Corporation, 5549 Beach Street, Riverside, North Carolina.

To: All Department Managers
From: Murray Johns, President
Date: Current
Subject: Award Dinner

Please inform your employees of the annual dinner for the winners of the contest. It is suggested that you post this memo or issue another yourself.

ANNUAL AWARD DINNER
Friday, November 14, 6:30 p.m.
Our Auditorium and Banquet Hall
Dinner and Dancing
Informal
RSVP to your Department Manager

CAPITALIZATION TEST

Directions: Retype each of the following sentences, making corrections wherever capitalization errors appear.

1. "I will return your pen," the boy promised, "When you return my book."
2. She called to the man on the roof, "Please help me bring my kitten down from the tree."
3. Sometimes he uses "Very Truly Yours," and sometimes he uses "Yours Very Truly."
4. Mary is the President of the Band for the second year.
5. I can hardly wait for spring to come this year.
6. Fort Lauderdale is East of Naples.
7. We are going West for our vacation next Summer.
8. The Doctor will leave the party for an emergency.
9. When taking a test, follow these directions: Put your name on your paper and proofread it before turning it in.
10. My parents liked the room they had on their vacation last year, And now they want to reserve no. 112 for next Summer.

PUNCTUATION AND SPACING TEST

Directions: Retype each of the following sentences, making corrections wherever punctuation or spacing errors appear.

1. She asked, "Are you wearing the blue dress"?
2. Where is the man who made this statement, "The thief went behind the alley."?
3. Mary, Ruth, and Ellen were at the dance with three boys I did not know.
4. When she sat down in the library to read her book the lights went out.
5. His new address is 222 Whiteville Drive, Southport, Texas, 45732
6. I would like to have a two and a three pound bag of sugar.
7. Mr. Rob Hall and his partner, Mr. J.J. Smith will be here at 7:15.
8. What a beautiful day! It is too nice to stay inside.
9. John Jones Jr. and his father are the owners of the new building which they purchased in February 1971.
10. We sat in the first row. The others went to the last row.

POST CARDS TEST

Directions: This test is composed of two parts. Use two cards. You will type the following messages and address the cards to your teacher using your school address.

Part 1. (YOUR) High School Business Education Club
announces an
EXHIBITION OF SPEED TYPEWRITING
by
Mayra Merritt
10:30 a.m. Friday, September 24, 19— (use current year)
Business Education Area

Part 2. Dear ———
You are invited to attend a meeting of (YOUR) High School Business Education Club on Friday, September 24, 19— at 10:30 a.m. in the Business Education Area. Miss Mayra Merritt, last year's champion typist from our school, will be our guest and will demonstrate how to become a champion. We would be very happy to have you meet Mayra. (sign your name)

ANNOUNCEMENTS TEST

Directions: Type the two announcements below, using informal and formal styles. Use two half sheets of paper.

(Current date) Members of Business Education Club. Mr. George Bunnell, of London, England, will be the guest speaker at our monthly meeting to be held in the Little Theater on Friday, March 8, at 7:30 p.m. Mr. Bunnell will talk to us about the activities of business education clubs in London. It should be very interesting, and we may find new ideas for our own club. (your name) President.

BUSINESS EDUCATION CLUB
Meeting
Friday, March 8, 7:30 p.m.
Little Theater
Speaker
Mr. George Bunnell of London, England
Topic
Business Education Club Activities in London, England

SPIRIT MASTER TEST

Directions: Complete the following sentences by filling in the blank spaces. Note that Question No. 5 requires the use of a spirit master unit.

1. The spirit master set contains the following basic parts:

   _____

2. A _____ may also be used for better typing consistency.

3. When typing, the carbon copy will be on the _____ of the master sheet.

4. The spirit master set contains the following guidemarks to follow:

   _____

5. Type an original composition on a spirit master set. In your composition, describe the seven steps necessary in preparing a master for reproduction. Use plain paper in preparing the first draft and use the master set for the final copy. Be sure that the material is placed attractively on the page.

STENCIL TEST

Directions: Complete the following sentences by typing the missing words in the blank spaces. Note that the last question requires a stencil, and the answer to that question will appear on the stencil.

1. The type should be _____ before typing a stencil.

2. A stencil consists of _____ basic parts. They are _____
_____

3. If a stencil is to be run on long paper, the last line of type is _____.

4. If a stencil is to be run on short paper, the last line of type is _____.

5. Most stencils have these guidelines printed upon them:

_____

_____

_____

_____

_____

_____

6. A film sheet is used in order to provide _____ and to avoid _____.

7. The cushion sheet is placed between _____ because _____.

8. Instruments used to draw or write on a stencil are _____.

9. What is the position of the ribbon control when a stencil is being typed? _____

10. Type an original composition on a stencil. For the topic of this composition, describe the steps necessary to correct an error on a stencil. Use plain paper in preparing the first draft and the stencil for the final copy. Be sure that the material is placed attractively on the page.

COMPOSITION AT THE TYPEWRITER TEST

A. Directions: Compose a short report of less than 100 words, using any one of the suggested "thought starters" listed below. Be certain that you make proper paragraphs and that your finished copy represents the very best typing you can do.

Suggested topics for composing at the typewriter. This may not necessarily be the title of the report.

1. Next year I expect to _____
2. The last book I read was so _____
3. Today the consumer is _____
4. I enjoyed my vacation when I went to _____
5. Higher education is _____
6. Vocational education is _____
7. (Choose your own thought starter and continue)

B. Directions: Your teacher will distribute pictures, drawings, or cartoons to members of the class. When you receive yours, type a report of between 100 and 150 words. Explain the meaning that you give to the paper. Be certain that you make correct paragraphs and that your finished copy represents the very best typing you can do. Follow the three steps for composition and turn in the activity with the final copy placed on top.

CAPITALIZATION TEST (Teacher Key)

1. "I will return your pen," the boy promised, "when you return my book."
2. Correct
3. Sometimes he uses "Very truly yours," and sometimes he uses "Yours very truly."
4. Mary is the president of the band for the second year.
5. Correct
6. Fort Lauderdale is east of Naples.
7. We are going West for our vacation next summer.
8. The doctor will leave the party for an emergency.
9. Correct
10. My parents like the room they had on their vacation last year, and now they want to reserve No. 112 for next summer.

PUNCTUATION AND SPACING TEST (Teacher Key)

1. She asked, "Are you wearing the blue dress?"
2. Correct
3. Correct
4. When she sat down in the library to read her book, the lights went out.
5. His new address is 222 Whiteville Drive, Southport, Texas 45732.
6. I would like to have a two- and a three-pound bag of sugar.
7. Mr. Rob Hall and his partner, Mr. J. J. Smith, will be here at 7:15.
8. What a beautiful day! It is too nice to stay inside.
9. John Jones, Jr., and his father are the owners of the new building, which they purchased in February, 1971.
10. We sat in the first row; the others went to the last row. (or correct as is.)

SPIRIT MASTER TEST (Teacher Key)

1. Master sheet, special carbon sheet, and protection tissue
2. Backing sheet
3. back
4. none
5. The student should have included (in his words) the items listed here:
   a. Prepare a model copy.
   b. Clean the type.
   c. Remove the protection tissue from the master set.
   d. Use firm strokes on manual typewriters. Use lower impression control adjustment on electric machines.
   e. Scrape off letter or word errors with blade or knife on reverse side of master sheet and rub correction pencil point over scraped area.
   f. Tear off unused portion of carbon and slip it under the part to be typed; remove torn portion after correction has been made.
   g. Proofread and correct before removing the master set from the machine.

STENCIL TEST (Teacher Key)

1. cleaned
2. three; stencil, backing sheet, and cushion sheet
3. 80
4. 62
5. last line of type (2), center line, top edge, bottom edge, post card, and side edge
6. sharper copies, letter cutout
7. the stencil and the backing sheet; it absorbs the impact of striking keys (and adds to the readability of the typewritten work)
8. styli
9. white, or stencil position
10. The following items should be explained in the composition:
    a. Detach or lift the film.
    b. Rub surface of the error.
    c. Apply a light coating of correction fluid over the error.
    d. After the fluid dries, replace the film and make necessary typewritten corrections.